

Cleveland Road Primary School Curriculum Map – Year 2, Autumn Term 2024

	AUTUMN 1	AUTUMN 2
TOPIC	<i>Motivation is Key</i>	
KEY TEXTS	<i>The Dot</i> by Peter H. Reynolds	<i>The Wonder</i> by Faye Hanson
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 2, 29</i>	The children will begin their learning journey by sharing their academic preferences (from their summer holiday homework) and explore why we enjoy certain subjects and activities. On the first day of term, the children will experience the ultimate dot day, which will lead into their learning of the book, “The Dot”. Throughout this unit of work, the children will explore Vashti’s character and the changing mind-set she has towards her learning. This will be explored through discussion, role-play, thought bubbles, art and writing pieces. To finish with, the children will produce a sequel to “The Dot”, focusing on another child’s creative journey. The children will then share their art and projects in an exhibition at parents’ evening.	The children will begin their learning journey by exploring the meaning of the term ‘wonder’. They will delve deep into what it means to view the world from a different perspective. This will support their creative thinking and imagination. From discussions and written work, the children will write a range of pieces that allows them to extend their imagination. They will explore the concept of rules and how, at times, this can impact one’s creativity. This will be done through examining famous innovators, for example: Einstein, Edison, Picasso and Singer.
MATHS <i>CRC Articles 28, 29</i>	<u>Numbers to 100</u>: counting, place value, comparing numbers, number bonds and number patterns. <u>Addition and Subtraction</u>: simple adding and subtracting, adding and subtracting with renaming and adding three numbers; <u>Multiplication of 2, 5 and 10</u>: times tables, multiplying by each group and solving word problems; <u>Division of 2, 5 and 10</u>: dividing by each group, solving word problems and linking knowledge to odd and even numbers. <u>Length</u>: measuring and comparing length in metres and centimetres and solving word problems.	
SCIENCE <i>CRC Articles 6, 24, 27</i>	<u>Living Things and their Habitats</u> The children will be introduced to the notion that all living things have characteristics that are essential for keeping them alive and healthy. They will become familiar with the life processes that are common to all living things and use this knowledge to sort and classify things according to whether they are living, dead or were never alive. Furthermore, they will begin to understand that animals live in environments, which best suits their needs and are able to do so through the process of adaptation.	<u>Animals, including humans</u> The children will learn about the human lifecycle. They will then observe the different stages of the growth of live caterpillars, recording each of the stages of growth and development, and finally observing time-lapse videos of the whole process. The children will then find out about, and describe, the basic needs of animals, including humans, for survival, discussing what would be essential and non-essential if they were stranded in the middle of a desert.

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COMPUTING <i>CRC Article 16, 17</i>	<u>Communication</u> The children will develop their typing skills using <i>2type</i> software. They will then research Florence Nightingale and Mary Seacole, linked to their learning in history and find out the legacy they have left behind, creating and presenting to their peers, using <i>PowerPoint</i> . In addition, the children will be using the programme <i>Animation Super Story</i> to create a sequence of animated movements to illustrate parts of the story from the key text.	<u>Computer Science – Bee Bots</u> The children will continue to develop their understanding of what algorithms are and how they are implemented as programs on digital devices. They will then design and solve challenges using a programmable toy – Bee Bot. They will create sequences of instructions (an algorithm) to navigate a route.
HISTORY <i>CRC Articles 6, 24, 32</i>	<u>Notable Victorians</u> To begin, the children will learn to distinguish between the past and the present. Using this knowledge, they will begin to understand the concept of a timeline and how they are used to distinguish different historical periods. This term, the children will focus on the Victorian era and will research notable Victorians who have had an impact on society, in particular Florence Nightingale and Mary Seacole, tying in their learning to Black History Month.	
GEOGRAPHY <i>CRC Articles 7, 10</i>		<u>Locational Knowledge: Continents</u> The children will be focusing on developing their knowledge about the location of the seven continents and five oceans across the world and then analysing locations within the United Kingdom and their locality (i.e., Ilford), understanding basic subject-specific vocabulary relating to human and physical geography and using geographical skills. They will use maps, atlases and globes to name and place the world's seven continents and five oceans. They will analyse and describe the key physical and human features for each continent, observing the similarities and differences of key features and landmarks between each of the continents.

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ART <i>CRC Articles 29, 31</i>	<u>Pointillism</u> The children will study the works of Georges Seurat and Paul Signac, and take inspiration for their own pieces of art. They will understand the importance of perception and how the technique was developed. The children will put their pointillism technique into use by creating their own alternative front cover for the key text 'The Dot'.	
DT <i>CRC Articles 29, 31</i>		<u>Mechanisms - Wheels and Axles</u> The children will be looking at mechanisms from the real world and they will show an understanding of how design and technology has helped to shape the world around them. They will design and make a vehicle for travelling in.
MUSIC <i>CRC Articles 29, 31</i>	This term, the children will be exploring simple patterns in rhythm and they will start to recognise their first musical notes. They will be learning the correct terminology for rhythmic notes, such as crotchets, rests, quavers and they will be introduced to the C Major scale as well as the 4/4 Time signature. They will study songs on the glockenspiel, learning to read them and play them from the scores.	
PE <i>CRC Articles 29, 31</i>	<u>Indoor (dance)</u> The children will perform dances, using their body and a variety of movements. They will watch choreographed performances based on showing emotions and recreate these. <u>Outdoor (throwing and catching)</u> The children will build upon previous skills learnt in throwing and catching an object. They will practise a variety of passes, such as: overarm, underarm and overhead whilst developing the correct catching position.	<u>Indoor (Gymnastics)</u> The children will recognise the different types of rolls, make different rolls using different body parts, and perform these rolls in a safe way. They will also develop their balancing skills with different points of contact. <u>Outdoor (team skills)</u> The children will participate in team games and further develop and master their running, catching and throwing skills.
RE <i>CRC Articles 2, 14</i>	<u>How do stories of Jesus inspire Christians today?</u> The children will recap their previous knowledge of Christianity before exploring the parables told by Jesus such as: The Widow's Mite and The Wise and Foolish Builders. They will then compare old and modern artwork depicting Jesus' stories and the message they hold for people today.	<u>Who influences our lives?</u> The children will discuss what makes someone influential and inspiring. They will then analyse their previous learning of the life and teachings of Jesus and the stories of Prophet Muhammad, which have influenced and inspired their followers. They will prepare questions for a visiting Muslim and Christian.

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PSHE <i>CRC Article 15</i>	<u>Being Me in My World</u> The children will identify some of their hopes and fears for this year and recognise when to ask for help. They will gain an understanding of their rights and responsibilities as a member of their class and school. Throughout this unit, the children will further develop their listening skills and will be given opportunities to share their own ideas.	<u>Celebrating Differences</u> The children will begin to understand that sometimes people make assumptions about boys and girls (stereotypes), however they will explore the idea that boys and girls can have similarities. They will also explore how bullying can be about differences and learn to celebrate individuality.
SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	<u>Superheroes</u> <u>LOS SUPERHEROES</u> In this unit, the children will learn all about 6 superheroes, in Spanish, via colourful and immersive lessons. They will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that the children will be encouraged to actively participate in.	<u>In my town</u> <u>EN MI CIUDAD</u> In this unit, the children will learn the vocabulary for 7 key places in a town. They will have the opportunity to also learn a key phrase for each location, in Spanish. Each lesson will be accompanied by a song that the children will be encouraged to actively participate in.
Safeguarding <i>CRC Articles 14, 15, 16, 17, 19, 24, 29, 31,</i>	Throughout this learning journey, the children will explore the importance of having rules in place. Through the text, “The Dot” and “The Wonder,” they will look at how creativity and self-expression can be affected by rules put in place. This will lead on to discussions that while we may at times feel restricted by guidelines set by teachers, parents, etc., they may be in place to do what is best for us in order to keep us safe.	